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ABSTRACT

The Vocational Counseling Project was undertaken to provide secondary-level handicapped students, who were identified as possible dropouts, with vocational counseling and support to facilitate post-high school adjustment. In addition, project staff were supposed to determine the readiness of secondary-level handicapped students for work placement, to serve as liaison between special education teachers and the district vocational placement counselor, and to serve as liaison to county social service agencies. During the project, members of the project staff conducted screening interviews to select students, provided individual counseling and assessment services, implemented student employment and parent workshops, worked to enhance staff interaction, developed a career library, and held a vocational and career fair. In all, services were provided for 92 students in five classrooms. Based on exit interviews with the students participating in the project, on attendance and tardiness data from the five participating in the project, and on attendance and tardiness data from the five participating classrooms, it was concluded that student attendance improved significantly after participation in the counseling project. Data from worksite supervisor and classroom teacher ratings, however, failed to indicate any significant improvement in student attitudes and behaviors after participation in the vocational counseling program. (This report includes a series of tables and charts summarizing data on student performance before and after participation in the project.) (MN)

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FINAL REPORT:

VOCATIONAL COUNSELING PROJECT #SVCG 304

1982 - 1983

TEANECK PUBLIC SCHOOLS
ONE WEST FOREST AVENUE
TEANECK, NEW JERSEY 07666

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 134. of Public Law 94-482.

Project Duration: September 1, 1982
Beginning Date

June 30, 1983
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: Vocational Counseling Project

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Teaneck Public Schools

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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

Project Objectives:

1. to provide secondary level handicapped students identified as possible dropouts with vocational counseling and support to facilitate post high school work adjustment;
2. to determine the readiness of secondary level handicapped students for work placement;
3. to serve as liaison between special education teachers of these students and the district's Vocational Placement Counselor; and
4. to serve as liaison to social service agencies in Bergen County.

Procedures Followed:

1. Hiring of Vocational Counselor
2. Selection of Students
3. Screening Interviews
4. Individual Counseling
5. Testing and Assessment
6. Student Employment Workshops
7. Parent Workshops
8. Staff Interaction
9. Career Library
10. Vocational/Career Fair
11. Exit Interviews

State and Local Priorities Emphasized:

Greatest emphasis is on the fact that this proposal meets the unique career and vocational guidance needs of the handicapped. Toward this goal, vocational/career assessment and planning are emphasized through individual and group vocational/career counseling sessions, employment workshops, and life-planning and exit interviews.

Expected Contribution to Vocational Education:

This program provided a design for those working with handicapped students and a further step toward comprehensive vocational counseling and training for secondary special education students in Teaneck.

D. Acknowledgements

The aid and advice of Dr. Marjorie Goldstein, Special Education Consultant at the Educational Improvement Center, Northeast, has been invaluable in the preparation and execution of this project.

The generosity of Dr. Mary Farrell, Director, Center for Clinical Teaching at Fairleigh Dickinson University, in sharing the COATS Job Matching materials and equipment made possible the use of this excellent assessment tool with our students.

The permission of Dr. Herbert Goldstein to use his unpublished Problem-Oriented Social-Vocational Adaption Program provided the Vocation Counselor with an abundant source of pertinent materials and activities.

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VOCATIONAL COUNSELING PROJECT

A. Introduction

Many secondary level classified students also demonstrate patterns of irregular school attendance. These patterns tend to increase as the student's frustration with self, and/or the school increases. In particular, questions are being raised regarding the extent to which high school special and regular education programs are responsive to the needs of this population of students.

One means by which these students, deemed to be at risk as drop-outs from the school system, are being retained productively in the schools is through implementation of vocational counseling geared to the needs of secondary level handicapped students. The special education vocational counselor's role is to guide students in their quest for self-knowledge, self-worth, and confidence toward the goal that the students become productive and independent members of society following their graduation from high school.

1. Statement of the Problem. Based on a school-community Needs Assessment, which included interviews with teachers, students, parents, and members of the Board of Education, it was found that a significant number of handicapped students were identified as possible school drop-outs. Recognizing the importance of exploring alternatives that would increase the probability of these students remaining in school, the Teaneck Public Schools embarked on a Vocational Counseling Project. It was felt that through a combination of planned counseling sessions dealing with topics related to self-knowledge, the world of work, and relating self-knowledge to the realities of the work place.

2. Objectives. The objectives for which Teaneck's Vocational Counseling Project received support were:

(1) to provide secondary level handicapped students, identified as possible drop-outs, with vocational counseling and support to facilitate post-school work adjustment;

(2) to determine the readiness of secondary level handicapped students for work placement;

(3) to serve as liaison between special and regular education teachers of these students, and the District's vocational placement counselor; and,

(4) to serve as liaison to social service agencies in Bergen County.

3. Related Research. Literature related to vocational counseling as a tool in drop-out prevention, the use of vocational counseling with the handicapped, and the vocational counselor as an advocate on behalf of the handicapped is reviewed below.

Vocational Counseling as a Tool in Drop-Out Prevention

Success breeds success, an adage which is supported in a study reported by Rodgers (1975). The study concludes that significant relationships exist between work experience and vocational preferences, vocational maturity and academic achievement among high school students. Thus, students who were placed on satisfying jobs were motivated in many ways, including attaining better grades in school. Such a correlation could well motivate potential dropouts to remain in school while receiving the support of a vocational guidance counselor.

Another study, reported by Redfering and Cook (1980), showed that completing vocational training was positively correlated with higher income and job complexity level. The results of this study suggest that high schools reevaluate their course offerings and the support services provided to potential high school dropouts.

In a study by Schmidt and Dykeman (1979), the effectiveness of a job placement and career education program for potential dropouts was tested. Some of the recommendations presented in this study pertain specifically to the need for vocational counseling as a tool in dropout prevention. Among them:

> Attention should be given to activities which prepare students for decision-making that allows them to experience themselves as capable of influencing their own destinies.
>
> Experiences which improve the student's self-knowledge and realistic self-assessment are effective.
>
> Activities should be conducted which improve the present social and interpersonal skills of students. Students demonstrating socially acceptable behaviors were also more successful in retaining jobs.

Use of Vocational Counseling with the Handicapped

There are several exemplary projects that demonstrate the success of vocational counseling programs for handicapped students:

> Project SERVE (St. Paul, Minnesota) is a vocationally-oriented high school program designed for students with special learning and behavioral problems, as well as other special needs. The project focuses on the normalization and integration of handicapped students as they move into the mainstream of secondary and postsecondary education and subsequently into a competitive work environment.
>
> Project MIND--Meeting Individual Needs Daily (Westport, Connecticut) provides counseling and career education for special needs students aged 15 years and older who are high risk and have displaced low potential in relation to finishing junior high school because of truancy, academic failure, behavior problems, and court records.
>
> Wehman, Hill and Koehler (1979) describe Project Employability, a job training and placement program in Richmond, Virginia. Among the activities provided to students were vocational and personal counseling. The primary focus of their work was to prepare clients for vocational placement and to evaluate the processes involved in successful versus nonsuccessful job placement for their handicapped population. The authors noted that success of the project was underpinned by the work of the vocational counselor whose role was to be that of planner, observer of student behavior, supporter of positive student efforts, and intervenor - when needed.

The Vocational Counselor as Advocate for the Handicapped

In his analysis of the role of the job developer/vocational counselor, Coar (1980) states that:

> The most important role the job developer/counselor must fill is that of advocate for the handicapped in the business world. Employers have misconceptions, fears

and outright prejudices concerning the handicapped. To get youngsters hired, fears must be allayed (p.17).

In the successful findings cited earlier on Project Employability (Wehman, Hill and Koehler, 1979), the role of vocational counseling staff included advocacy and supervising training as needed. Project staff were readily available to help students interact with teachers and nonhandicapped individuals as needed. This advocacy was a positive factor in students' success.

Gunnings (1977) noted that, if they are to meet the vocational and career guidance needs of special populations, counselors need to move beyond the traditional one on one counselor-client relationship and become involved in the school and community. Counselors must forster positive interpersonal relationships among students, teachers, other school personnel, and parents. Assuming this point of view, counselors become advocates, consultants, negotiators, confronters, advice-givers and manipulators on behalf of their clients. In this manner they can assist students to deal with life beyond the school and prepare them for appropriate roles in the work world.

Hoyt (1974) explains the purpose of vocational counseling and career education programs for special populations:

> Such programs seek to make work possible, meaningful and satisfying for <u>all</u> individuals. To do so for handicapped persons demands, first of all, that we regard their right to choose from among the widest possible set of opportunities equally as important as for any other individual. We seem too often to be satisfied when we have found <u>something</u> that a handicapped person can do. We should be dissatisfied until, and unless, we have explored, to the fullest extent, the total array of work that might be possible for a given handicapped person. To stop prior to reaching this point is being less than fair to the handicapped person and to the larger society. (p.20)

<u>VOCATIONAL GUIDANCE AND COUNSELING - TEANECK PUBLIC SCHOOLS</u>

It is crucial that secondary level handicapped students (grades 10-12) be provided with the vocational counseling and support needed to ensure a successful transition from school to eventual full-time employment.

Assessment of school and community needs indicates that there is a significant number of handicapped students identified as being of high-risk for dropping out of school. Vocational counseling programs need to be provided for these students, whether they be job-ready or not, in order to save potential dropouts and enable them to complete high school.

It is urgent that those students who have been unable to cope with the pressures of employment be shown that they are not employment failures. Their sense of self-worth must be bolstered by providing supportive services which enable them to become capable of retaining jobs.

Another critical problem is that handicapped students are often the victims of multiple stereotyping. That is, not only may they be job-stereotyped due to age and sex, but they may be further shuffled into traditional special education-stereotyped jobs. Thus, there is a great need for a vocational counseling program which will seek and develop non-traditional job opportunities for the handicapped.

The significance of this program in relation to vocational education is that it will provide handicapped secondary students with the opportunity to obtain vocational counseling.

Such vocational support will significantly deter students from dropping out and will better prepare them for dealing with the realities of the job market after graduation. They will acquire the confidence and sense of self-worth which will enable them to become productive and self-supporting members of society.

The priority areas that this project addresses are as follows:
Priority 1: A new, high quality vocational guidance and counseling program for the handicapped, which provides a wide variety of free vocational activities, has been initiated, implemented and continually improved.
Priority 2: Vocational counseling has been provided for handicapped high school youth, enabling them to develop a deeper awareness and understanding of educational and vocational options.
Priority 3: Vocational and educational counseling has been provided for those students who have recently returned from correctional institutions.
Priority 8: Leadership for vocational guidance and exploration programs at the local level has been provided through a variety of methods.

Individuals with experience in business and industry, the professions and other occupational pursuits were brought into the schools to advise and counsel students. Furthermore, other vocational avenues were explored via the presentations of an army recruiter, the New Jersey Employment Service and a representative of McDonald's. A Career Fair was also held in which a wide variety of exhibitors offered information on vocational and technical opportunities. Members of the Career Education Advisory Council also were invited and encouraged to participate in the same manner.

B. Body of Report

1. Procedures Used. In preparing Special Education students for eventual independence in vocational decisions and vocational success, three basic understandings must be developed through a counseling program:

a. understanding of self

b. understanding of the world of work

c. understanding of self in relation to the world of work

In order to develop these vital understandings, the vocational counselor utilized the following procedures in the vocational counseling program:

(1) Selection of Students

(2) Screening Interviews

(3) Individual Counseling

(4) Testing and Assessment

(5) Student Employment Workshops

(6) Parent Workshops

(7) Staff Interaction

(8) Career Library

(9) Vocational/Career Fair

(10) Exit Interviews

1. Selection of Students. Thirty (30) students were selected for the program, all of whom had already been placed on a job site or been recommended by their teachers for job placement. The students were in grades 9-12, from six (6) classes, in three (3) geographical locations:

Grade	Number of Students
9	3
10	8
11	10
12	9

Class & Teacher	Location	Number of Students
Resource Room (Soffer)	Teaneck High School	6
Alternative III (Baron)	PAL Building	4
Alternative III (Snyder)	PAL Building	4
Communications Workshop (Cowen)	Town House	4
Communications Workshop (Bukovec)	Town House	6
Interpersonal Clinical Teaching (Josephson)	Town House	6

Some of the students spent a half-day at their job sites as part of a work study program for which they received grades and credits. Others worked only during after-school hours. All were paid minimum wage of $3.35 per

hour. Some were paid by CETA, others from Board of Education funds.

Type of Program	
Work Study	9
After School	20
Dropped out before Placement	1
Funding	
CETA funded	15
Board of Education funded	13
Independently funded	1
Dropped out before placement	1

Reflecting the predominance of males in Special Education placement overall was the ratio of males to females in the program. Also reflecting the ethnic makeup of the community were the numbers of blacks, white, and Hispanics.

Sex	
Males	23
Females	7
Race	
Black	16
White	13
Hispanic	1

Nine (9) job sites were represented:

Job Site	Number of Students
Board of Education (Custodial)	11
Holy Name Hospital	6
Early Learning Center	4
Shelter Our Sisters	3
Teaneck Public Library	2
Teaneck Police Department	1
Teaneck Municipal Court Clerk	1
Self-Placement (Getty Service)	1
Dropped out before Placement	1

2. Screening Interviews. The Vocational Counselor met with each student for an initial screening interview. Included in each interview were discussions of:

a. Previous job experience
b. Present work situation
c. Familiarity with job applications, want ads, and interviews
d. Favorite activities and school subjects
e. Plans for the future - short term and long range

3. Individual Counseling. The foundation of the program consisted of the weekly individual counseling session held by the Vocational Counselor with each student on a regularly scheduled basis. Activities were geared to promote growth in the following areas:

a. Knowledge of self
   1' making choices
   2' examining likes and dislikes
   3' recognizing interests and needs
   4' formulating values
   5' prioritizing

b. Knowledge of the world of work
   1' finding and using reference materials, such as Occupational Outlook Handbook and Dictionary of Occupational Titles to explore careers
   2' utilizing other materials, such as newspapers and telephone books to find jobs
   3' utilizing the Career Library which is being developed to investigate colleges, trade and technical schools, and other information about careers and training opportunities
   4' building a vocabulary of employment related terminology
   5' practicing job seeking skills by filling out employment applications, role playing job interviews, discussing dress and grooming

c. Knowledge of self in relation to the world of work
   1' using knowledge of self and knowledge of career opportunities to decide on individual direction
   2' setting realistic short and long term goals
   3' determining the means of reaching individual goals

Materials for the individual counseling program were collected from a variety of sources. Serving as an invaluable basic guide and source book was the Problem-Oriented Social-Vocational Adaption Program (POSVAP), unpublished material, protected by U.S. Copyright. Written permission for use of this material was granted to this project by its author, Dr. Herbert Goldstein, Director of the Curriculum Research and Development Center in Mental Retardation at New York University.

4. Testing and Assessment.

a. COATS Assessment. In the two week period between March 15, 1983 and March 25, 1983, the COATS (Comprehensive Occupational Assessment and Training Systems) Job Matching Systems of Preferences and Experiences, produced by Edu-Systems, Inc. was administered to twenty-eight (28) students.

This instrument was used as a counseling tool, a means of focusing on interests and experiences as they relate to future career direction. It was not intended to measure student aptitude or growth, nor to be interpreted by the student, parent, or teacher as carrying any significance beyond that of being one among several indicators of student

interest and experience.

Special arrangements were made with Fairleigh Dickinson University for use of their audio visual equipment and video tape cartridges, eliminating what would have been prohibitive costs for these materials. The only expenditures for the entire assessment process was $243.00 for the computer scoring of student test booklets and the Guidance Package of information for administration and interpretation of the system.

Mrs. Lucille Markay, Vocational Guidance Counselor, participated in a training session at Fairleigh Dickinson University before implementing the COATS assessment, and remained in contact with the advisor from Edu-Systems, Inc. throughout the administration and interpretation phases.

The assessments were given at three (3) locations; Teaneck High School, the Teaneck Town House, and the PAL Building to accommodate the students from the six(6) classes involved in the Vocational Counseling Project. In spite of absences and scheduling problems, all but three (3) students were able to complete the entire assessment.

All student booklets were logged and sent to Trenton for scoring on or before Friday, March 25, 1983, the final day of school before a one week spring vacation. All computer printouts had been returned to us by Monday, April 4, 1983.

Individual conferences were held by Mrs. Markay with all students for interpretation and discussion of assessment results. Discussions involved the printout itself, what it indicated, and how these indications compared with the students prior and/or present view of his/her interests and experiences. This was followed by examination of career materials (booklets, Occupational Outlook Handbook, Dictionary of Occupational Titles, etc.) pertinent to Cluster and/or specific vocational directions indicated for individual students. In a few cases, these discussions led even more specifically to exploration by telephone, letter or brochure to specialized training opportunites.

b. Work Attitudes/Behavior Profile. In order to measure the effectiveness of the vocational counseling program in a non-threatening manner, a pre- and post assessment of work attitudes and behaviors was collected

from the four persons most concerned with each student's progress: the work site supervisor, classroom teacher, vocational placement counselor, and the student himself/herself. This profile covered the areas of work attitudes and behaviors, interpersonal relationships, basic work skills, and personal behavior.
Results of this procedure will be fully recorded and interpreted in later sections of this report.

5. Student Employment Workshops. Student Employment Workshop I was held on April 8, 1983. Guest speakers were Ms. Elaine Hart of the New Jersey Employment Service and Mr. Terry Paris of McDonald's Restaurants. It was open to all secondary Special Education students.

The first session (9:30-10:30) was attended by thirty-seven (37) students from the classes of Dr. Bukovec, Dr. Cowen, Mrs. Josephson, and Mr. Snyder.

The second session (10:30-11:30) was attended by ten (10) students from the classes of Mrs. Mulroy and Mrs. Soffer at Teaneck High School.

After brief introductory remarks by Mrs. Markay, Ms. Hart of the New Jersey Employment Service provided students with several tips on applying for jobs. She stressed the importance of preparation for interviews and handed out "Personal Data Folders" to the students so they could have important information readily available for job application and/or interview.

Mr. Paris, Manager of McDonald's in Englewood, told the students about applying for jobs at McDonald's and what was expected of employees who wish to keep their jobs. He left sample applications for interested students.

Student Employment Workshop II was held on May 13, 1983. Guest speakers were Sgt. Paul Kozakiewicz of the United States Army Reserve, and Sgt. Angel Cordero of the New Jersey National Guard. All secondary Special Education students were invited. Prior to the workshop, students had been provided with copies of an article entitled "How to Talk to a Military Recruiter" ("Asking the right questions will help you get at the truth behind those enticing ads.")

Each of the guests explained the training opportunities available and the entrance requirements for his particular branch of the service. Films were shown on basic training and on the summer training options available for

high school youth. Several brochures were distributed to the students and teaching materials were left for counselor use.

Seventeen (17) students attended the workshop which lasted for approximately one hour.

6. Parent Workshop. A Parent Workshop for the Vocational Counseling Program was held at 7:30 p.m. on April 21, 1983, in the Conference Room of the Teaneck Town House.

The meeting was opened at 7:30 by Lucille Markay, who introduced Jeanette Malca, Vocational Counselor. Mrs. Malca explained the Vocational Placement Program; outlining the types of employment in which the students were engaged, the role of CETA, the method of pay, etc.

Mrs. Markey then discussed the counseling program as funded under Vocational Counseling Grant SVCG 304. The COATS system was explained and parents were invited to make appointments for interpretation of the students' individual profiles.

Dr. Kremin spoke briefly to the parents, thanking them for coming and emphasizing the importance of the Vocational Counseling Program for their sons and daughters.

7. Staff Interaction. The teachers of the students in the Vocational Counseling Program were an invaluable component in the success of the project. They, in turn, benefitted from new insights gained into their students, and from increased awareness of vocational needs of and opportunities for their students.

A workshop was held for teachers by the Vocational Counselor on April 11, 1983 to discuss the COATS profiles and their implications for Individual Educational Plans. Later teacher/counselor sessions were held to go over the profiles of individual students.

Close contact was maintained throughout the program between teachers and Vocational Counselor. Each alerted the other to needs, problems, and accomplishments of individual students. The Communications Workshop teachers and the vocational counselor worked together to build employment related vocabulary.

Several of the teachers worked on the Vocational/Career Fair, which was the culminating activity for the Vocational Counseling Project. One served as

co-chairperson, another lettered all of the display signs. All reception arrangements were handled by the Vocational Placement Counselor. A Resource Room supplementary teacher supervised students serving refreshments, and another assisted at the Reference Table. Other teachers came to the Vocational/Career Fair to speak to agency and school representatives and to collect materials to use with their students. The high school Guidance Department was most generous in sharing of expertise and materials for the Fair. (For a full discussion of the Vocational/Career Fair see Section 9.)

8. Career Library. Several valuable reference and instructional materials have been accumulated as a result of the Vocational Counseling Project forming the basis of a valuable career library. The potential for assisting students, parents, and teachers is great.

9. Vocational/Career Fair. As a culminating activity for the Vocational Counseling Program, a Vocational/Career Fair was held on the evening of June 14, 1983. Its purpose was to offer Special Education students, parents, and educators an opportunity to explore post-secondary school options. Invitations were sent to the Special Education population in Teaneck and throughout the entire County of Bergen.

Representatives were solicited from seventy (70) community agencies, trade and technical schools, and colleges. Twenty-eight (28) agreed to send representatives, sixteen (16) were unable to attend but sent reference materials, brochures, pamphlets, etc. for our Reference Table.

Of the twenty-eight (28) exhibitors, the majority (15) were trade and technical schools, five (5) were County agencies, four (4) were military recruiters, and four (4) were colleges.

In spite of the 90°+ temperature and the conflicts of a graduation, prom, exam, and end-of-school year week, approximately seventy (70) people attended the Vocational/Career Fair.

Eight (8) Teaneck Special Education students assisted in the Vocational/Career Fair as custodial assistants or refreshment table hostesses. All were in the Vocational Counseling program. They were compensated by released time for a like number of hours from their assigned work sites.

Staff members participated as discussed above.

In addition to the information available from the agencies, schools, and colleges represented, an extensive amount of reference material had been gathered

from those not sending representatives and from other sources. A large reference table was set up and staffed by two Special Education teachers who answered questions, looked up information, and/or distributed brochures and pamphlets. Most of the questions indicated the need for more individual vocational guidance counseling than for the dissemination of specific materials.

Evaluation forms were distributed to exhibitors and to guests. Comments in general were highly favorable. Several of the suggestions and comments offered will be utilized in the planning of future Special Education Vocational/Career Fairs. This pilot project graphically illustrated the importance of pulling resources and the Special Education population together.

10. Exit Interviews. Individual exit interviews were conducted by the Vocational Counselor with the students in the project. The students were asked similar questions to those asked in the initial screening interview to gauge growth in vocational awareness and experience. The students were asked to review the various components and activities of the Vocational Counseling program and comment on their helpfulness.

11. Project Records. A loose leaf book containing all written materials used in the Vocational Counseling Program has been compiled and is available in the office of the Director of Special Services.

All individual student records are on file in the office of the Vocational Counselor.

2. & 3. Findings & Interpretation of Findings - Marianne Josephson, Evaluation Consultant

I. Goals and Objectives

A. Goal I

To provide secondary level handicapped students identified as possible drop-outs with vocational counseling and support to facilitate post-school work adjustment.

Objective I

Selective and screening of students participating in the project. Thirty (30) students, grades 9-12, were referred by five teachers from three geographical locations. The Vocational Counselor then met with each student to determine his/her

a. previous job experience
b. present employment, if any
c. familiarity with job applications, employment advertisements, and interviewing techniques
d. interests
e. long and short term goals

Objective II

Provide vocational counseling. Each student received weekly individual counseling sessions with the Vocational Counselor. In addition to the weekly sessions scheduled by the Vocational Counselor, students were encouraged to initiate contact as needed or desired. Twenty-two percent (22%) of the target population requested and received additional counseling sessions.

Objective III

Expose students to alternative career choices.

a. Two student employment workshops were conducted for project participants.
b. The Vocational Career Fair provided students, parents, and educators with an opportunity to explore a wide range of post-secondary school options.
c. A Career Library was established to assist students, parents, and teachers in exploring career options.

B. Goal II

To determine the readiness of secondary level handicapped students for work placement.

Objective I

Develop student understanding of the world of work.

a. Individual counseling sessions were held on a weekly basis.

b. Students were exposed to employment workshops.
c. Students were provided with employment and close communication was maintained between the work supervisors and the Vocational Counselor.
d. The Comprehensive Occupational Assessment and Training Systems produced by Edu-Systems, Inc. was administered as a means of focusing on student interests and experiences as they relate to future career growth. The Vocational Counselor interpreted and discussed COATS assessment findings individually with students, parents, and teachers.
e. A Work Attitude/Behavior Profile was administered in a pre- and post format to each participating student by (1) the student's work site supervisor, (2) the student's homeroom teacher, (3) the Vocational Counselor, and (4) the student him/herself.

C. Goal III

To serve as a liaison between special and regular education teachers of these students, the district's Vocational Placement Counselor, and social service agencies in Bergen County.

Objective I

Establish a communications network between educators, Vocational Placement Counselor, and social service agencies.

a. A workshop for teachers was conducted by the Vocational Counselor.
b. Close contact was maintained throughout the program between the teachers and the Vocational Counselor. Cooperating teachers along with the Vocational Counselor worked closely together to build employment related vocabularies and behaviors. Each immediately alerted the other as to individual student needs, problems, and successes.

II. Population

Thirty (30) secondary level classified students were referred by five teachers from three geographical locations within the district. Approximately 63% of the students were in grades 11 and 12, 26% in grade 10, and 11% in grade 9. The racial and sexual composition of the student participants reflected the ethnic distribution of the community and the secondary population of special education. All students were paid the minimum wage ($3.35 per hour) and were distributed among thirteen (13) working sites.

Sample Group

The 23 students included in the statistical calculations are all of the students who attended the program for the entire 1982-83 school year; three of the original 30 moved out of the district, and the other 4 were referred to the program too late for pre-testing norms.

III. Evaluation Design

A. Test Instrument 1

Attendance records for school years 1981-1982 and 1982-1983 from the five participating classrooms.

Data Treatment

Raw scores were used. The experimental design employed was a pre-test and post test comparison group design. The null hypothesis that there would be no significant differences between pre-test and post test measures was adopted.

Testing Results

For n=5, comparison of January to June with and without a Vocational Counselor, there was a statistically significant improvement at $p < .01$ in school attendance from January to June 1983 as compared with previous school attendance January to June 1982. Mean pre-test score (1982) is 210.5 (standard deviation 22.41) and mean post test score is 136.33 (standard deviation 26.13). The null hypothesis of no significant difference is rejected.

B. Testing Instrument 2

Work Attitude/Behavior Profile. This Profile was developed in the spring of 1982 by a panel consisting of Cooperative Industrial Supervisors, Vocational Counselors, and teachers of Cooperative Vocational and Technical Education. Its creation resulted from the need for an effective and efficient instrument with which to guage vocational growth in a manner which is non-threatening to the student.

Time of Testing

Individual profiles were recorded in January and again in June.

Administration and Scoring

Individual student profiles were independently ranked by work site supervisors and classroom teachers in January and again in June to assess students' progress at their specific work and classroom assignments.

Data Treatment

Raw scores were used. The experimental design employed was a pre-test, post test comparison group design. The null hypothesis that there would be no significant differences between pre-test and post test measures was adopted.

Testing Results

Work site supervisor rating

1. For n=23 there was no significant improvement at $p < .05$. Mean pre-test score is 82.30 (standard deviation 24.13). Mean post test score is 85.43 (standard deviation 24.85). Null hypothesis of no significant difference between the means is retained.

Classroom teacher rating

For n=23 there was no significant improvement at $p < .05$. Mean pre-test score is 74.22 (standard deviation 19.83). Mean post test score is 73.35 (standard deviation 22.09). The null hypothesis of no significant difference between the means is retained.

Summary

Using attendance records from the five participating classrooms (total population n=92) there was significant improvement in student attendance from January to June with a Vocational Counselor as contrasted with the previous year. This demonstrated gain is statistically significant at $p < .01$. Vocational growth as measured by the Work Attitudes/Behavior Profile did not show significant improvement from January to June. (see table)

FIGURE 1

Average Absence and Tardiness

School Year 1982-83

Average monthly absence without Voc. Counselor	208	Average monthly absence with Voc. Counselor	135
Average monthly tardiness without Voc. Counselor	159	Average monthly tardiness with Voc. Counselor	124

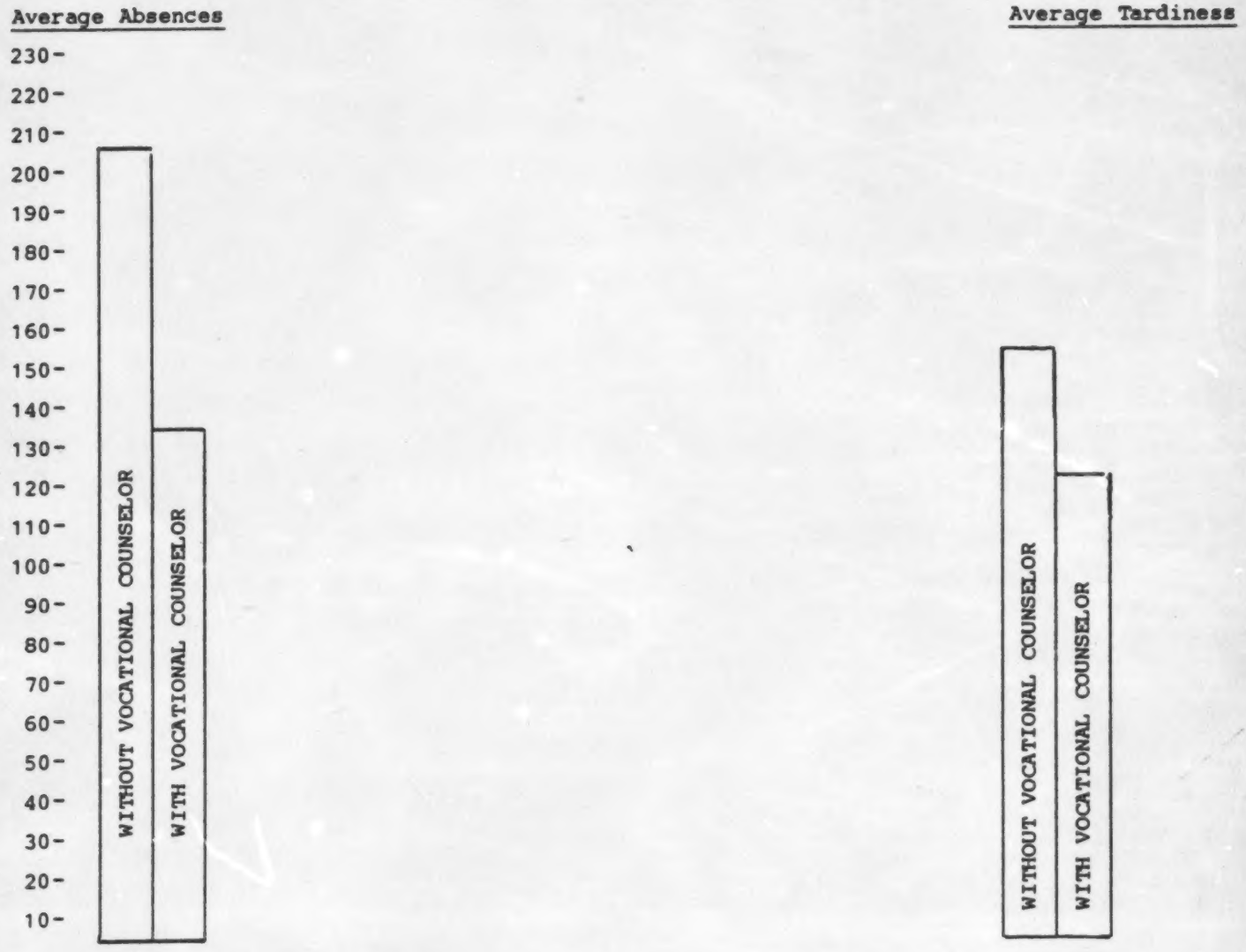

Table 1 Work Attitude/Behavior Rating by On Site Supervisors and Classroom Teachers

Attendance (days)		Work Attitude/Behavior On Site Supervisor		Classroom Teacher	
	mean		mean		mean
pre-test	210.5	pre-test	82.30	pre-test	74.22
(s.d)	22.41	(s.d)	24.13	(s.d)	19.85
	mean		mean		mean
post test	136.33	post test	85.43	post test	73.35
(s.d)	26.13	(s.d)	24.85	(s.d)	22.09
Gain	75				
	$p < .01$				

Table 2

1982-83 Absences (Differences Between Means)
Pre and Post Counseling

(Total Population n=92)
(Classrooms n= 5)

	X^{1982}	Y^{1983}	D	D^2
January	194	176	18	324
February	192	152	40	1600
March	198	114	84	7056
April	214	128	86	7396
May	252	143	109	11881
June	213	105	108	11664

$t = 4.89$

$df = 5$

$p < .01$

Table 3

Correlation Between Means for Attendance 1981-82 and 1982-83

(January - June)

Variable X (attendance 1981-82) Variable Y (attendance 1982-83)

1981-82	1982-83	X^2	Y^2	XY
1263	818	1,595,169	669,124	1,033,134

$r = 1$

Table 4

1982-83 Tardiness
Differences Between Means

(Total Population n=92)
(Classrooms n= 5)

	X^{1982}	Y^{1983}	D	D^2
January	176	126	50	2500
February	123	117	6	36
March	151	94	57	3249
April	149	120	29	841
May	142	166	-24	576
June	119	119	0	0

t = 1.54
df = 5
p > .10

Table 5

Wilcox Matched Pairs, Assigned Ranks for
Work Attitudes/Behavior Profile as Reported by Work Site Supervisors
January - June 1983

Pair	Beginning	Ending	Difference	Rank of Difference	Rank with Less Freq. Sign
1	57	86	29	14	
2	73	70	3	1	
3	68	67	1	1	
4	96	85	11	4	
5	104	105	1 -	- 1	- 1
6	54	80	26 -	-13	-13
7	24	60	36 -	-15	-15
8	97	69	28	1	
9	104	92	12	5	
10	108	80	28	1	
11	135	127	8	1	
12	76	68	8	1	
13	82	58	24	11	
14	76	96	20 -	- 9	- 9
15	56	66	10 -	- 3	- 3
16	80	105	25 -	-12	-12
17	61	157	96 -	-16	-16
18	92	92	0		
19	84	67	17	7	
20	79	61	18	8	
21	98	94	4	2	
22	72	85	13 -	- 6	- 6
23	117	95	22	10	

$t = 75$
$p > .05$

Table 6

Results of T test for Work Attitude/Behavior Profile
as Reported by Classroom Teachers
January - June 1983

	X (January)	Y (June)	D	D^2
1	72	63	9	81
2	68	64	4	16
3	81	70	11	121
4	42	41	1	1
5	84	79	5	25
6	70	72	- 2	4
7	53	56	- 3	9
8	100	74	26	676
9	99	63	36	1296
10	108	121	-13	169
11	101	104	- 3	9
12	99	138	-39	1521
13	45	51	- 6	36
14	63	69	- 6	36
15	67	60	7	49
16	81	77	4	16
17	46	53	- 7	49
18	68	85	-17	289
19	99	81	18	324
20	64	74	-10	100
21	68	71	- 3	9
22	78	76	2	4
23	51	45	6	36

t = .28
df = .22
p > .10

Table 7

Differences Between Means for Work Attitudes/Behavior Profile as Reported by Classroom Teachers January - June 1983

n = 5

Student Number	January X	June Y	x	y	x^2	y^2	Grade Level	Work Site Code
1	72	63	2.22	10.35	4.93	107.12	12	Shelter
2	68	64	6.22	9.35	38.69	87.42	11	Police Dept.
3	81	70	6.78	3.35	45.97	11.22	11	TJ Jr.High
4	42	41	32.22	32.35	1038.13	1046.52	12	BF Jr.High
5	84	79	9.78	5.65	95.65	31.92	9	Early Lrn.Center
6	70	72	4.22	1.35	17.81	1.82	12	Library
7	53	56	21.22	17.35	450.29	301.02	12	Court Clerk
8	100	74	25.78	.22	664.61	.048	10	Hospital
9	99	63	24.78	10.35	614.05	107.12	10	Hospital
10	108	121	33.78	47.65	1141.09	2270.52	10	Bryant School
11	101	104	26.78	30.65	717.17	939.42	10	Hospital
12	99	138	24.78	64.65	614.05	4179.62	12	Bryant School
13	45	51	29.22	22.35	853.81	499.52	11	Lowell School
14	63	69	11.22	4.35	125.89	18.92	11	Eugene Field Sch
15	67	60	7.22	13.35	52.13	178.22	11	Hospital
16	81	77	6.78	3.65	45.97	13.32	11	Hospital
17	46	53	28.22	20.35	796.37	414.12	12	Gas Station
18	68	85	6.22	11.65	38.69	135.72	11	Library
19	99	81	24.78	7.65	614.05	58.52	12	Lowell School
20	64	74	10.22	.65	104.45	.423	12	Whittier School
21	68	71	6.22	2.35	38.69	5.52	11	Shelter
22	78	76	3.78	2.65	14.29	7.02	11	Shelter
23	51	45	23.22	28.35	539.17	803.72	11	Early Lrn.Center

Table 8

Results of the T Test for Work Attitudes/Behavior Profile as Reported by Work Site Supervisors - January - June 1983

	X (January)	Y (June)	D	D^2
1	57	86	29	841
2	73	70	3	9
3	68	67	1	1
4	96	85	11	121
5	104	105	1	1
6	54	80	26	676
7	24	60	36	1296
8	97	69	28	784
9	104	92	12	144
10	108	80	28	784
11	135	127	8	64
12	76	68	8	64
13	82	58	24	576
14	76	96	20	400
15	56	66	10	100
16	80	105	25	625
17	61	157	96	9216
18	92	92	0	0
19	84	67	17	289
20	79	61	18	324
21	98	94	4	16
22	72	85	13	169
23	117	95	22	484

$t = .11$
$df = 22$
$p > .10$

Table 9

Differences Between the Means for Work Attitudes/Behavior Profile
as Reported by Work Site Supervisors
January - June 1983

Student Number	January X	June Y	x	y	x^2	y^2	Grade Level	Work Site Code
1	57	86	-25.3	.57	640.1	.3249	12	Shelter
2	73	70	- 9.3	15.43	86.49	238.08	11	Police Dept.
3	68	67	-14.3	18.43	204.49	339.66	11	TJ Jr. High
4	96	85	+13.7	.43	187.69	.18	12	BF Jr. High
5	104	105	+21.7	19.57	470.89	382.98	9	Early Lrn.Center
6	54	80	-28.3	5.43	800.89	29.48	12	Library
7	24	60	-58.3	25.43	3398.89	646.68	12	Municipal Clerk
8	97	69	+14.7	16.43	216.09	269.94	10	Hospital
9	104	92	+21.7	6.57	470.89	43.16	10	Hospital
10	108	80	+25.7	5.43	660.49	29.48	10	Bryant School
11	135	27	+52.7	58.43	2777.29	3414.06	10	Hospital
12	76	68	- 6.3	17.43	39.69	303.80	12	Bryant School
13	82	58	- .30	27.43	.09	752.40	11	Lowell School
14	76	96	- 6.3	10.57	39.69	111.72	11	Eugene Field Sch.
15	56	66	-26.3	19.43	691.69	377.52	11	Hospital
16	80	105	- 2.3	19.57	5.29	382.98	11	Hospital
17	61	157	-21.3	71.57	453.69	5122.26	12	Gas Station
18	92	92	+ 9.7	6.57	94.09	43.16	11	Library
19	84	67	+ 1.7	18.43	2.89	339.66	12	Lowell School
20	79	61	- 3.3	24.43	10.89	596.82	12	Whittier School
21	98	94	+15.7	8.57	246.49	73.44	11	Shelter
22	72	85	-10.3	.43	106.09	.18	11	Shelter
23	117	95	+34.7	9.57	1204.09	91.58	11	Early Lrn.Center

student	n = 23
work site supervisor	n = 13

4. Dissemination Activities Planned and/or Implemented. Dissemination of information within the school district has been discussed above under "Student Workshops", "Parent Workshops", and "Staff Interaction". Closer ties with the high school guidance department are being forged for mutual sharing of information.

Other school districts were invited to the Vocational/Career Fair. Interaction and sharing of information were promoted during the planning and execution of the Vocational/Career Fair, as discussed above.

5. Strategies or Activities Employed to Eliminate Sex Bias and Sex Role Stereotyping. Resource materials were used depicting males and females in non-traditional roles. Added to the Career Library were such reference materials as: Directory of People In Non-Traditional Jobs by Carla Visser (Project SOPHIA, Educational Improvement Center--Central/Edison, 1980).

Guest speakers, such as military recruiters, were asked to emphasize opportunities for both sexes.

Individual counseling emphasized employment and training options regardless of sex. Careful attention had been made to eliminate sex role stereotyping by the COATS assessment and other instructional and assessment materials used in the program.

C. Summary

1. Conclusions

Based on the statistical analysis, significant improvement was found in the attendance of the students during their participation in the Vocational Counseling project. Improved attendance provides the potential for increased learning and benefits to students both academically in the classroom and vocationally at the work site.

Observable, non-statistical results of the project have been most positive, including: the beginnings of networking with other school districts, the availability of a core Career Library not previously accessible to special education students, and the increasing number of students "dropping in" to the Vocational Counselor's office to ask questions, discuss vocational concerns, and use career reference materials.

Comments by students and parents have indicated that students are experiencing greater self-understanding and enhanced self-image as a result of the vocational counseling which they have received.

The varied activities of the vocational counseling project have coalesced this year to ensure a more vocationally aware climate among the special education staff, parents, and students in the Teaneck School System.

2. Recommendations

This project should definitely be continued. As attendance has improved, so, now, has the potential for additional growth and learning. Attitudes, particularly with a special education population, change slowly. The gains made in the project this year must be fortified and strengthened.

The foundation has been successfully laid. The building process must continue.

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APPENDIX

Appendix a. Raw Data for Individual Classroom Attendance and Tardiness - 1981-82

	Sept. 81	Oct. 81	Nov. 81	Dec. 81	Jan. 82	Feb. 82	March 82	April 82	May 82	June 82
Class A Off-Campus	a 20 / 36	a 32 / 77	a 26 / 49	a 57 / 78	a 41 / 99	a 33 / 61	a 41 / 101	a 40 / 85	a 68 / 64	a 38 / 43
Class B Off-Campus	a 24 / 12	a 30 / 14	a 32 / 19	a 42 / 19	a 38 / 21	a 33 / 18	a 19 / 9	a 32 / 9	a 29 / 12	a 10 / 5
Class C Off-Campus	a 22 / 23	a 36 / 37	a 37 / 31	a 39 / 20	a 36 / 23	a 30 / 17	a 38 / 15	a 39 / 22	a 42 / 19	a 41 / 24
Class D Off-Campus	a 23 / 12	a 24 / 16	a 18 / 23	a 29 / 19	a 24 / 24	a 27 / 15	a 30 / 18	a 31 / 21	a 48 / 27	a 19 / 29
Class E On-Campus	a 30 / 13	a 40 / 13	a 34 / 13	a 50 / 8	a 55 / 9	a 69 / 12	a 70 / 8	a 72 / 12	a 95 / 20	a 105 / 18

Appendix b. Raw Data for Individual Classroom Attendance and Tardiness - 1982-83